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ABSTRACT

This study found that following an educational philosophy course, attitudes of prospective teachers more closely resembled those of experienced teachers. The population used in the study consisted of 240 students taking the course "Principles of Secondary Education" at Stout State University and 84 experienced teachers who had attended the 1968 summer session at Stout. The majority of the prospective teachers were specializing in home economics or industrial arts. Attitudes were measured by an author-modified version of the Minnesota Teacher Attitude Inventory (MTAI). Analysis of results indicated that there was a significant difference in attitudes between beginning and ending Principles of Secondary Education students in three out of four categories of the MTAI. A significant difference was found between beginning students and experienced teachers in all four MTAI categories; however, when comparing students completing the course and experienced teachers, a significant difference was found for only two out of four MTAI categories. (Appendixes include a copy of the modified MTAI and a breakdown of responses on each item by beginning students, ending students, and experienced teachers.) (RT)

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Research Report

A COMPARATIVE STUDY OF ATTITUDE DIFFERENCES OF STOUT STATE UNIVERSITY STUDENTS ENROLLED IN PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS

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CHAPTER I

INTRODUCTION

There seems to be little disagreement that the attitudes of teachers are important in maintaining a classroom that will allow the child to feel secure, will give the child a place to express his feelings, and will allow the child to develop to his fullest potential. (Inlow, 61; Jenkins, 249-259) Stemming from these objectives is "a growing concern in the training of teachers about desirable attitudes toward teaching and the teaching situation on the part of teachers." (Sandgren and Schmidt, 673) Lipscomb notes that a serious evaluation of teacher education is needed so that teacher effectiveness is at its best. (Lipscomb, 2)

Presently there is a great deal of controversy concerning the ability of educational researchers to define and list characteristics of good or effective teachers. (Hamachek, 341) Biddle and Ellena in their recent book begin by explaining that the complexities of teacher effectiveness is so involved that no one today can realize what an effective teacher is. (Biddle and Ellena, 2) Hamachek and others tend to disagree. Hart found in a study based upon high school senior opinions that students can list favorable and unfavorable characteristics of teachers. (Hart, 131-132) Witty and Bousfield tend to support similar conclusions at the high school and college levels. (Witty, 662-671; Bousfield, 253-236)

Other studies show that students are more creative, are more interested in a specific subject, and score higher on achievement tests when teachers have warm, considerate attitudes toward the children and are well integrated and flexible in their dealings with the class. (Cogan, 89-124; Reed, 473-86; Heil, et al.)

Education courses for teacher candidates, then, must be aimed at helping these people to become good teachers--teachers with attitudes and characteristics that will provide positive student feelings and achievement. (Hamachek, 344) An aim of this study, then, is to improve the learning of children, not to just discover the attitudes of college education students or veteran teachers. Since the attitudes of teachers are easily transmitted on and into the individual child through the "social emotional atmosphere" (Kearney [1956], 703) what attitudes are held by the instructors are quite important in the learning process. (Inlow, 61) A teacher must be aware of how his feelings create an atmosphere in the classroom. (Jenkins, 259) College students who are entering a career in teaching hold attitudes about children. These attitudes should be realistic and valuable to the teacher candidate if they are to be beneficial to the learning process. This study hopefully will be aimed at the benefit of the learner or child and not be research for research's sake only.

I. STATEMENT OF THE PROBLEM

The underlying problem of this study was to determine if there was a significant difference in attitudes between (1) students enrolled

in Principles of Secondary Education at Stout State University at the beginning of the course and the attitudes expressed by the same students at the completion of the course, (2) students enrolled in Principles of Secondary Education at Stout State University at the beginning of the course and veteran teachers, and (3) students enrolled in Principles of Secondary Education at Stout State University at the completion of the course and veteran teachers.

This study tested the following general hypotheses:

1. There are no significant differences in attitudes expressed by students during the first week of the course when compared with attitudes expressed during the final week of the course.
2. There are no significant differences in attitudes expressed by students during the first week of the course and the attitudes expressed by veteran teachers.
3. There are no significant differences in attitudes expressed by students during the final week of the course than attitudes by veteran teachers.

II. DEFINITION OF TERMS

It seems necessary and advisable to define and clarify the meaning of the following words or phrases as they are used in this text; other terms or phrases used in the paper are self-explanatory.

Attitude. Attitude has been given a great many definitions in the writings of educational and psychological literature extending from

Thurstone's characterization of an attitude as a general inclination to act favorable or unfavorably toward a certain psychological element (Thurstone and Chave, 32) to Allport's interpretation of an attitude as a state of reaction readiness acquired from experience and exerting strong influence upon the reaction of the person toward all associated objects or situations. (Allport, 83)

In fact, Symonds identified seven different meanings of the term "attitude" as customarily found in educational and psychological writings as follows: (1) the great organic drives more generally known as purposes or motives, (2) the muscular set or adjustment, (3) generalized conduct, (4) neutral set or readiness to make certain reactions, (5) the emotional concomitant of action, (6) the feeling concomitant of action, and (7) certain verbal responses indicating regard or disregard, acceptance or rejection. (Symonds, 200-201)

For the purpose of this study, attitude is defined as accepting or opposing reactions to educational problem circumstances or matters. Verbal responses are the means used for the expression of these reactions in this study.

Attitudinal difference. Attitudinal difference is defined as those differences in scores observed for students on the instrument being used for the period at the beginning (pretest) of the course and at the close (post-test) of the course.

Modified Minnesota Teacher Attitude Inventory. The Modified Minnesota Teacher Attitude Inventory is defined as an inventory of

items selected from the Minnesota Teacher Attitude Inventory (MTAI) by this writer in conference with John Deutscher, D.Ed., and Veryle Homuth, D.Ed., course instructors for Principles of Secondary Education at Stout State University, as they pertain to the course objectives and experimental items developed for this study.

Predictive tool. Predictive tool is defined as any testing instrument that attempts to forecast future behavior of the test taker.

Principles of Secondary Education students. Principles of Secondary Education students means those sophomores enrolled in Principles of Secondary Education during the Fall Semester of 1968 at Stout State University.

Verbal response. Verbal response is defined as the marked expression of a reaction to the described situation or circumstance found in the inventory.

Veteran teachers. Veteran teachers are defined as teachers attending Stout State University in the summer session of 1968 who had one or more years of teaching experience.

III. ORGANIZATION OF THE STUDY

The remainder of this study is organized in the following manner. Chapter II constitutes the review of literature pertinent to the investigation. The method and procedure including the sample of the population, the instrument used, and the research procedure are

discussed in Chapter III. Chapter IV embodies the results of this study. Chapter V comprises the summary, conclusions, and a discussion of the implication for further study.

CHAPTER II

METHOD AND PROCEDURE

This chapter of the study contains the following sections: first, a description of the population; second, a description of the instrument used in the study; and finally, the research procedures that were followed.

I. POPULATION DESCRIPTION

Students in Principles of Secondary Education

Basically the students enrolled in Principles of Secondary Education were sophomores at Stout State University during the fall semester of 1968 with 274 students being tested at the beginning of the course and 240 students responding at the completion of the course.

Various comments describing this university sophomore class are important for generalization purposes. Ninety percent of the group were between 19 and 20 years of age. This class was made up of 652 men and 534 women.

Of the entire university class, 30 percent expressed their vocational choice to be in the teacher-therapist area. Initially 67 percent were considering attaining a bachelors degree and 18 percent were planning work beyond a bachelors.

At the completion of high school, the sophomores had received an overall grade point average of 2.43 on a 4.00 scale. At the end of the first semester of their freshman year at Stout, they had earned a

grade point average of 2.34 on a 4.00 scale. Based on the results of their American College Test (ACT) scores, the group's greatest strength was in the natural sciences with average ability in math and social science and their weakest area being English.

While 74 percent of the class were listed as residents of Wisconsin and 26 percent as non-residents, 38 percent were described as coming from country or rural areas. The rest were divided into two areas, with 31 percent coming from suburbs of metropolitan areas and the remaining 31 percent coming from central city areas.

This group's high school background showed that 91 percent came from public high schools while the remaining had been enrolled in private or parochial schools. Considering the size of school attended, 54 percent graduated from high schools with enrollments of 100 to 400 pupils; 24 percent from schools with enrollments of over 400; and 22 percent from schools with enrollments of less than 100 pupils. (Personal interview with Dr. Richard Anderson, Associate Registrar at Stout State University)

Veteran Teachers

The veteran teachers used in this study were teachers mainly enrolled in the Graduate College at Stout State University during the summer session of 1968 who had one or more years of teaching experience. This group contained 67 males and 16 females. The group had a mean of 6.06 years of teaching experience with the men having a mean of 5.78 years and the women a mean of 7.25. To enter the graduate program at

Stout, an undergraduate grade point average of 2.50 on a 4.00 scale was required.

As undergraduates, 57 percent of the group had majored in industrial education, 10 percent in social science, 10 percent in science and math, 7 percent in elementary education, and 16 percent in miscellaneous majors.

As graduate students, the teachers were enrolled in industrial education, 38 percent; guidance and counseling, 29 percent; vocational education-administration, 8 percent; audio-visual, 6 percent; and miscellaneous areas, 19 percent.

Approximately 60 percent of these teachers were from school districts with high schools larger than 400 pupils with 29 percent from high schools with 100 to 400 pupils enrolled and 11 percent from schools with less than 100 pupils in the top grades.

Information for these descriptions of veteran teachers was obtained from an information sheet which was provided for the group at the time the Inventory was administered. An example may be found in Appendix A of the information sheet.

II. INSTRUMENTATION

The data used in this study were collected from an inventory made up of selected items from the MTAI and experimental items developed for this study. These items were selected or written in conference with John Deutscher, D.Ed., and Veryle Homuth, D.Ed.. These items attempted to reflect some of the objectives of the course as developed

by Deutscher and Homuth. Mentioned in part, they are as follows: a comprehensive understanding of the secondary school, its history, its pupils and its curriculum; an acquaintance with practices and methods of the secondary school; an understanding of major educational issues; and an understanding of the generally accepted basic philosophy and purpose of secondary education.

The instrument contained 95 items. Each person was directed to verbally respond to each statement. In so doing he was to express one of five attitudes--"strongly agree," "agree," "undecided," "disagree," and "strongly disagree." An example of this instrument may be found in Appendix B.

The MTAI on three studies has shown a remarkably good correlation--.60, .63, .46--between what a successful teacher is and the combined ratings of principals' estimates, pupils' ratings, and visiting experts' ratings. There appears to be a "clear correspondence between inventory scores and teaching behavior at the time the test is given." (Cronbach, 801)

Retest reliability for the MTAI during professional courses and during the first months of teaching experience are now .70. There appears, however, to be a considerable change in scores during college years. (Cronbach, 802)

III. RESEARCH PROCEDURES

The purpose of this study was to determine significant differences in attitudes held by beginning students in Principles of Secondary

Education and those students completing the course. The attitudes held by the two former groups were compared also for differences with veteran teachers as described above. First the procedures in collecting the data will be explained followed by the analysis of data.

Collection of Data

In St[illegible]t State University's 1968 summer session, veteran teachers were asked to respond to the Modified MTAI. On the first day of class in the fall term of 1968, students enrolled in Principles of Secondary Education were asked to respond to the Inventory. On the final day of the same fall term, the students completing the above mentioned course were asked again to respond to the instrument.

From the original answer sheets, proper computer cards were keypunched. These original data were totaled by the IBM 1401 computer by each statement on the instrument for each group. New cards were then punched for each statement, by group, listing the total number of people marking each response. These data may be found in the following appendixes: Appendix C, Beginning Students; Appendix D, Ending Students; and Appendix E, Veteran Teachers.

Analysis of Data

Three null hypothesis were tested on each of the items of the instrument. To determine significant differences between groups, each null hypothesis was tested using a chi-square test of independence in contingency tables as suggested by Guilford. (Guilford, 234) All items were tested through the null hypothesis at the .05 level of

significance. The calculations for chi-square tests were performed by an IBM 1401 computer utilizing the Yates correction formula.

For better clarification, the instrument items were divided into five categories--Pupil Characteristics, Pupil-Teacher Relationships, Teacher Characteristics, Teacher Methods and Activities, and Professionalism. Whenever 50 percent or more of the items in each category were found to show significant difference, the null hypothesis would be rejected for that category of items.

IV. SUMMARY

Included in this chapter was a description of the students and veteran teachers involved in this study. Information concerning the students was drawn from a review of the sophomore class of Stout State University and included academic and educational background, geographic location, type of high school attended, and size of high school. Teachers were described by the number of years of teaching experience, educational background, graduate major, and size of high school in which they are located.

The instrument was described as a Modified MTAI with comments concerning the make-up, directions for use of the instrument, and reports of reliability of the MTAI.

Finally the research procedures were explained. This included the collection of data, i.e., the administration of the Inventory to the groups and the preparation of the raw data. Analysis of the data explained the use of the chi-square test, the level of significance

chosen, and the development of instrument categories.

CHAPTER III

RESULTS

The findings of this study are presented in the order of the three specific null hypotheses proposed in Chapter I. The Inventory items were divided into five categories--Pupil Characteristics, Pupil-Teacher Relationships, Teacher Characteristics, Teacher Methods and Activities, and Professionalism--to clarify the testing of each general null hypothesis. Each hypothesis tested, a comment related to those items which proved significant in each Inventory area, and a summary statement of each general null hypothesis are included in the following information.

I. HYPOTHESIS I

There are no significant differences in attitudes expressed by students during the first week of the course when compared with attitudes expressed during the final week of the course.

Pupil Characteristics

In the area of Pupil Characteristics expressed in the Inventory, a chi-square test was used to test for significant differences of attitudes between beginning students and those students completing the course. The statements and results are presented in Table I.

The question, "Most children are obedient," showed a movement of the ending students to "strongly agree" with the statements, while

as beginning students they were more "undecided."

"A child should be taught to obey an adult without question" found the beginning students responding more to the attitudes of "agree" and "undecided" than the ending students.

Beginning students responded with more "disagree" responses to "Some children ask too many questions" than did ending students. The same results were found to the inventory question that "Children just cannot be trusted."

A majority of both groups expressed "agree" with the beginners expressing more "undecided" feelings than ending students for the statement, "Most pupils are considerate of their teachers."

"It is difficult to understand why some children want to come to school so early in the morning before opening time" found the difference in attitudes between the groups in the "undecided" area with ending students increasing the range of their attitudes.

As beginning students, the Stout people expressed more feelings of "agreement" and "undecided" to the comment, "Dishonesty as found in cheating is probably one of the most serious of moral offenses," than they did at the course completion.

The attitude "'Lack of application' is probably one of the most frequent causes for failure" found the beginning students expressing agreement while at the end they tended to express more disagreement.

Other questions in the Pupil Characteristics area were found to be insignificant as shown in Table I.

TABLE I

DIFFERENCE IN ATTITUDES CONCERNING PUPIL CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND AT THE COMPLETION OF THE COURSE: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Most children are obedient.	3	11.50	.01
A child should be taught to obey an adult without question.	4	11.09	.05
Some children ask too many questions.	4	10.84	.05
Most pupils are considerate of their teachers.	4	46.48	.001
It is difficult to understand why some children want to come to school so early in the morning before opening time.	4	17.89	.01
Children just cannot be trusted.	4	14.18	.01
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	4	17.86	.01
"Lack of application" is probably one of the most frequent causes for failure.	4	19.56	.001
Students should be talked down to.	4	7.68	NS
A pupil's failure is seldom the fault of the teacher.	4	7.64	NS
Pupil's have it easy in the modern school.	4	2.10	NS
Most pupils do not make an adequate effort to prepare their lessons.	4	6.30	NS
Too many children nowadays are allowed to have their own way.	4	1.43	NS

TABLE I (continued)

Inventory Statement	df	X^2	P
Children have a natural tendency to be unruly.	4	3.19	NS
Most pupils lack imagination.	4	2.83	NS
The majority of children take their responsibilities seriously.	4	2.77	NS
Most children would like to use good English.	4	8.55	NS
Children need not always understand the reasons for social conduct.	4	7.16	NS
A teacher seldom finds children really enjoyable.	4	2.79	NS
Children who cannot meet the school standards should be dropped.	3	6.81	NS
Aggressive children require the most attention.	4	8.61	NS
Young people today are just as good as those of the past generation.	4	4.97	NS
A pupil has the right to disagree openly with his teacher.	3	1.10	NS

Pupil-Teacher Relationships

Pupil-Teacher Relationships characterized the next set of questions tested by the general null hypothesis. A chi square test for significant differences of attitudes between beginning students and students completing the Principles course was used. The statements and results are presented in Table II.

"The teacher should see the student as a co-worker on a common problem" elicited a difference in attitude toward "strongly agree" from "undecided" by the students at the finish of the class. The same occurance was found to the statements "Compliments by the teacher bring more learning" and "Course grades should never be lowered as punishment."

From a great deal of "agree" marks, beginning students moved to points of "disagree" and "strongly disagree" as ending students to the remark, "At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit."

The question, "Minor disciplinary situations should sometimes be turned into a joke," showed a movement of the ending students to "strongly agree" with the statement while as beginning students they were more "undecided." This change also was shown to "Most pupil behavior is done to annoy the teacher."

"Ideas coming from students should be ignored" showed a softening effect in the "disagree" and "strongly disagree" to the verbal responses by the people at the close of the course.

More "strongly agree" and "agree" attitudes were found at the

TABLE II

DIFFERENCE IN ATTITUDES CONCERNING PUPIL-TEACHER RELATIONSHIPS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND AT THE COMPLETION OF THE COURSE: CHI SQUARE DATA

Inventory Statement	df	X^2	P
The teacher should see the student as a co-worker on a common problem.	4	21.03	.001
Compliments by the teacher bring more learning.	4	32.32	.001
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	4	44.78	.001
Minor disciplinary situations should sometimes be turned into jokes.	4	53.26	.001
Most pupil misbehavior is done to annoy the teacher.	4	9.68	.05
Ideas coming from students should be ignored.	4	16.08	.01
Teachers seldom help students with individual problems.	4	99.71	.001
Discipline seldom affects the learning process.	3	9.39	.05
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	4	11.24	.05
Course grades should never be lowered as punishment.	4	16.77	.01
It is easier to correct discipline problems than it is to prevent them.	4	22.94	.001
The teacher should sometimes ridicule the students' ideas.	4	8.75	NS

TABLE II (continued)

Inventory Statement	df	X^2	P
Children should be given reasons for the restrictions placed upon them.	4	1.59	NS
Teachers can and should let students set up their own standards.	4	8.69	NS

end of the course than at the beginning to the statement, "Teachers seldom help students with individual problems."

A change of attitudes in both directions from "undecided" by the beginning students to "strongly agree" and "disagree" at the course end was found to "Discipline seldom effects the learning process." A similar movement was shown also to the comment, "Teachers should not be expected to manage a child if the latter's parents are unable to do so"; however, "strongly disagree" was more prevalent than "disagree."

Ending students responded to "strongly disagree" more than they had as beginning students when they responded to "agree" and "undecided" for the item, "It is easier to correct discipline problems than it is to prevent them."

Other statements in the Pupil-Teacher Relationships category were found to be insignificant as shown in Table II.

Teacher Characteristics

In the area of Teacher Characteristics expressed in the Inventory, a chi square test was used to test for significant differences of attitudes between beginning students and students completing Principles of Secondary Education. The items from the Inventory and results are presented in Table III.

The question, "Poise and efficiency in directing several simultaneous activities are required of a good teacher," showed a shift of the ending students to "strongly agree" with the statement while as beginning students more responded to "undecided" and "agree." This was also found for items "Enthusiasm on the teacher's part will carry through to the learner" and "A teacher's appearance should set an example for the students."

A change in strength of attitude from "disagree" to "strongly disagree" was expressed by ending students to the item, "To maintain good discipline in the classroom, a teacher needs to be 'hard boiled.'"

"Strongly agree" was the attitude shown by ending students when responding to "Teachers who are liked best probably have a better understanding of their pupils" when as beginning students they responded to "agree."

"Teachers must be aware of the students' emotional and physical needs as well as educational need" found an increase in the "disagree" and "strongly disagree" areas. However, in view of the small number of responses, the significance of this result may be questionable. This also appears true for "Teachers can be in the wrong as well as pupils."

TABLE III

DIFFERENCE IN ATTITUDES CONCERNING TEACHER CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND AT THE COMPLETION OF THE COURSE: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	3	16.26	.01
Enthusiasm on the teacher's part will carry through to the learner.	3	8.54	.05
A teacher's appearance should set an example for the students.	4	13.35	.01
To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	4	10.67	.05
Teachers who are liked best probably have a better understanding of their pupils.	4	18.72	.01
Teachers must be aware of the students' emotional and physical needs as well as educational needs.	4	26.81	.001
The teacher's self-confidence has little to do with student comprehension or learning.	3	180.87	.001
Discipline problems are the teacher's greatest worry.	4	22.94	.001
Teachers should not expect pupils to like them.	4	25.13	.001
Teachers can be in the wrong as well as pupils.	4	20.33	.001
The teacher should show no emotion to students' remarks.	4	3.73	NS

TABLE III (continued)

Inventory Statement	df	X^2	P
Humor is an effective teaching tool.	3	5.17	NS
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	4	6.48	NS
The first lesson a child needs to learn is to obey the teacher without question.	4	3.76	NS
One should be able to get along with almost any child.	4	5.67	NS
The teacher should be interested in the student but not get emotionally involved.	4	6.26	NS
Patience seldom affects the learning process.	4	1.29	NS

As beginning students, the Stout people expressed feelings of "undecided" to the comment, "The teacher's self-confidence has little to do with student comprehension or learning," by changing their attitude to "disagree."

"Discipline problems are the teacher's greatest worry" showed the verbal responses of the ending students to contain a great deal more "strongly agree" and "agree" markings.

Fewer "undecided" and more "strongly agree" responses were shown by students completing the course when responding to "Teachers should not expect pupils to like them."

Other items in this area of the inventory which resulted in insignificant results are shown in Table III.

Teacher Methods and Activities

In the category of items related to Teacher Methods and Activities found in the Inventory, a chi square test was used to test for significant differences of attitudes between beginning students and those students completing the course. The statements and results are presented in Table IV.

A change of attitude was expressed by ending students on each of the following statements from "agree" to "strongly agree": "Lessons must be planned but allow for flexible procedure in dealing with materials and individuals;" "Sometimes teachers coordinate work with teachers in the same or related fields;" "Classroom organization should be done early in the course;" "Teachers should establish worth-while goals and means through pupil-teacher planning;" "In teaching, attitudes and habits are more often caught than taught;" "Small groups help learning in some instances;" and "Evaluation techniques should be clearly explained to students."

Ending students expressed more "agree" responses to "Much of the teacher's time is spent studying the background of the students" while often responding to "undecided" feelings initially.

To the statements, "Teachers seldom develop effective communication skills in their pupils" and "A teacher should never leave the class to its own management" found a movement from "agreement" by the beginning students to "strongly disagree" by the ending students.

"Undecided" responses were found to be of less importance in each of the following questions at the close of the course. However,

TABLE IV

DIFFERENCE IN ATTITUDES CONCERNING TEACHER METHODS AND ACTIVITIES BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND AT THE COMPLETION OF THE COURSE: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	2	7.42	.05
Much of the teacher's time is spent studying the background of the students.	4	19.05	.01
Sometimes teachers coordinate work with teachers in the same or related fields.	2	41.99	.001
Classroom organization should be done early in the course.	4	24.41	.001
Teachers should establish worth-while goals and means through pupil-teacher planning.	3	12.06	.01
Teachers seldom develop effective communication skills in their pupils.	4	15.00	.01
Planning is the most important job for the teacher.	4	9.95	.05
In teaching, attitudes and habits are more often caught than taught.	4	21.08	.001
A teacher should never leave the class to its own management.	4	27.85	.001
Small groups help learning in some instances.	4	29.80	.01
Children must be told exactly what to do and how to do it.	4	17.17	.01
A pupil should always be fully aware of what is expected of him.	4	15.57	.01

TABLE IV (continued)

Inventory Statement	df	X^2	P
Socializing experiences are never developed adequately.	3	99.71	.001
Evaluation techniques should be clearly explained to students.	3	15.73	.01
Tests should be made up of subjective and objective questions.	4	16.83	.01
Teachers are responsible for knowing the home conditions of every one of their pupils.	4	11.35	.05
Pupil participation should be promoted in various activities.	4	9.12	NS
When a student asks a question of a teacher, the teacher should throw the question back to the student.	4	4.81	NS
Teachers must maintain records of teaching resources.	3	6.14	NS
Teachers participate in faculty planning for total school program.	4	5.59	NS
Democratic practices do not always need to be used in the classroom.	4	6.41	NS
Learning can take place when the room is not under complete control.	4	4.14	NS
Teachers should be responsible for setting up courses of study.	3	7.47	NS
Teachers need to spend time counseling with students.	4	7.64	NS
Success is more motivating than failure.	4	5.53	NS

the attitudes otherwise are spread among the other available responses and show no clear indication of movement direction. Those items were "Planning is the most important job for the teacher;" "Children must be told exactly what to do and how to do it;" and "Tests should be made up of subjective and objective questions."

"A pupil should always be fully aware of what is expected of him" showed that beginning students were "undecided" about this question but moved to "disagree" by the course's completion.

Fewer responses were marked in the "agree" attitude by ending students on the comment, "Socializing experiences are never developed adequately."

"Teachers are responsible for knowing the home conditions of every one of their pupils" resulted in the students feeling "disagree" and "undecided" responses appropriate at the beginning of the course but shifting to "strongly agree" and "agree" at the close of the course.

Other statements in the Teacher Methods and Activities category were found to be insignificant as shown in Table IV.

Professionalism

In the final category found in the Inventory, Professionalism, a chi square test was used to test for significant differences of attitudes between beginning students and those students completing the course. These statements and results are presented in Table V.

The questions, "Teaching usually means a challenge to the individual" and "Teaching is usually considered a profession" showed that students at the beginning of the course moved from attitudes of "agree"

TABLE V

DIFFERENCE IN ATTITUDES CONCERNING PROFESSIONALISM BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND AT THE COMPLETION OF THE COURSE: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Teaching usually means a challenge to the individual.	3	14.03	.01
Teaching is usually considered a profession.	3	11.32	.05
Teachers with light teaching loads can do a better job of teaching.	4	11.05	.05
There is too much emphasis on grading.	4	14.50	.01
Universal promotion of pupils lowers achievement standards.	4	18.72	.01
In pupil appraisal, effort should not be distinguished from scholarship.	4	31.31	.001
Teaching is an easier occupation because you only have to work from eight to four o'clock.	4	20.10	.001
Teachers should join as many as possible community organizations to keep abreast of community feelings.	4	23.26	.001
A teacher should never discuss sex problems with the pupils.	4	3.33	NS
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	4	5.20	NS
A teacher should not be expected to do more work than he is paid for.	4	9.41	NS
Grading is of value because of the competition element.	4	.74	NS

TABLE V (continued)

Inventory Statement	df	X^2	P
Academic is the most important accomplishment for a student.	4	3.35	NS
Teachers should take a stand on controversial issues.	4	7.89	NS
Teaching never gets monotonous.	4.	8.83	NS

to ones of "strongly agree."

"Teachers with light teaching loads can do a better job of teaching" elicited less "undecided" and "disagree" responses and more "strongly agree" responses at the end of the course.

Beginning students responded with "undecided" and "strongly agree" responses to "There is too much emphasis on grading" than did ending students who moved to the "agree" area.

Although both groups were mainly "undecided" to the question "Universal promotion of pupils lowers achievement standards," the beginning students showed a trend to agree while ending students tended to disagree.

As beginning students, the Stout people felt "undecided" to the comment, "In pupil appraisal, effort should not be distinguished from scholarship." As ending students an increase in "disagree" and "strongly disagree" was shown.

"Teaching is an easier occupation because you only have to work from eight to four o'clock" found an increase in the "strongly agree"

and "agree" areas. However, in view of the small frequency of responses marked both times, the significance of this result may be questionable.

Ending students expressed a change of attitudes by marking more "strongly agree" and "agree" rather than "undecided" and "disagree" to the statement, "Teachers should join as many as possible community organizations to keep abreast of community feelings."

Other comments in the Professionalism category were found to be insignificant as shown in Table V.

Summary of Hypothesis 1

In general the null hypothesis comparing beginning and ending Principles of Secondary Education students would be rejected in all areas of the Inventory except for Pupil Characteristics. This decision is based on the percentage of statements found to be significant in each category. Whenever 50 percent or more of the items in each area of the Inventory were found to be significant, the area was observed as rejecting the hypothesis.

Only 33.0 percent of the questions relating to Pupil Characteristics were found to be significant while Pupil-Teacher Relationships showed the biggest difference in groups with 78.6 percent of the comments proving significant. The Teacher Methods and Activities category was next in percent of significant statements with 64.0 percent. Teacher Characteristics contained significant statements totaling 58.7 percent. The remaining category, Professionalism, was made up of 53.3 percent significant statements.

II. HYPOTHESIS II

There are no significant differences in attitudes expressed by students during the first week of the course and the attitudes expressed by veteran teachers.

Pupil Characteristics

In the area of Pupil Characteristics expressed in the Inventory, a chi square test was used to test for significant differences of attitudes between beginning students and veteran teachers. The statements and results of the test are presented in Table VI.

Beginning students showed attitudes of "undecided" and "agree" while teachers expressed a difference in the "strongly agree" to the statement, "Most children are obedient."

A significant difference was expressed by the two groups in the undecided area with students showing more of this attitude to the comment, "Some children ask too many questions."

While beginning students responded with more "undecided" responses to "It is difficult to understand why some children want to come to school so early in the morning before opening time," teachers showed an "agree" and "strongly agree" tendency.

"Dishonesty as found in cheating is probably one of the most serious moral offenses" found the students showing "agree" remarks as opposed to the teachers' expression of "disagree."

Students felt "disagree" an appropriate response to the opinion, "Students should be talked down to," while teachers expressed an

TABLE VI

DIFFERENCE IN ATTITUDES CONCERNING PUPIL CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Most children are obedient.	3	26.04	.001
A child should be taught to obey an adult without question.	4	2.60	NS
Some children ask too many questions.	4	10.82	.05
Most pupils are considerate of their teachers.	4	7.54	NS
It is difficult to understand why some children want to come to school so early in the morning before opening time.	4	15.87	.01
Children just cannot be trusted.	4	5.62	NS
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	4	40.16	.001
"Lack of application" is probably one of the most frequent causes for failure.	4	5.99	NS
Students should be talked down to.	3	92.14	.001
A pupil's failure is seldom the fault of the teacher.	3	112.51	.001
Pupils have it easy in the modern school.	3	106.59	.001
Most pupils do not make an adequate effort to prepare their lessons.	4	6.81	NS
Too many children nowadays are allowed to have their own way.	4	10.49	.05
Children have a natural tendency to be unruly.	3	138.81	.001

TABLE VI (continued)

Inventory Statement	df	X^2	P
Most pupils lack imagination.	3	211.21	.001
The majority of children take their responsibilities seriously.	3	5.49	NS
Most children would like to use good English.	4	2.51	NS
Children need not always understand the reasons for social conduct.	4	2.51	NS
A teacher seldom finds children really enjoyable.	3	116.78	.001
Children who cannot meet the school standards should be dropped.	3	13.98	.01
Aggressive children require the most attention.	4	12.12	.05
Young people today are just as good as those of the past generation.	4	7.04	NS
A pupil has the right to disagree openly with his teacher.	3	4.9	NS

"undecided" tendency and to a lesser extent "disagree" opinions.

"A pupil's failure is seldom the fault of the teacher" brought "disagree" attitudes from the students while teachers expressed "undecided" and "strongly agree" feelings.

The beginning students largely responded with "disagree" while the teachers tended opposite views of "agree" and "strongly agree" to the remark, "Pupils have it easy in the modern school."

"Disagree" was the attitude shown by students while teachers responded with "strongly agree" to "Too many children nowadays are allowed to have their own way."

Although a significant difference is shown to the questions "Children have a natural tendency to be unruly" and "Children who cannot meet the school standards should be dropped," a great share of the students chose "agree" while teachers marked "strongly agree"; it is difficult to assess the difference between these attitudes.

"Most pupils lack imagination" found the veteran teachers giving verbal responses of "strongly agree" as the students expressed "disagree" remarks.

Teachers were more "undecided" in their responses while students "disagree" to "A teacher seldom finds children really enjoyable."

The teachers tended toward more "strongly agree" and "agree" than the students in response to the comment, "Aggressive children require the most attention."

Other statements in the Pupil Characteristics category were found to be insignificant as shown in Table VI.

Pupil-Teacher Relationships

Pupil-Teacher Relationships characterized the next set of questions tested by the general null hypothesis. A chi square test for significant differences of attitudes between beginning students and veteran teachers was used. The statements and results are presented in Table VII.

Beginning students showed more "undecided" and less "strongly agree" comments to "Compliments by the teacher bring more learning," than did the teachers.

Veteran teachers verbally responded less to "undecided" but more to "agree" and "strongly agree" than did the students for the question, "Minor disciplinary situations should sometimes be turned into jokes."

"Most pupil misbehavior is done to annoy the teacher" presented significant differences in the "agree" area revealing that students felt this way more than teachers.

Beginning students responded with more "disagree" responses to "Ideas coming from students should be ignored" than teachers and much less to "undecided."

Differences in attitudes were expressed to the statement, "Teachers seldom help students with individual problems," when the students marked more "undecided" and "disagree" remarks than teachers.

Teachers were more "undecided" while the students "disagree" to the Inventory remarks, "Discipline seldom affects the learning process" and "It is easier to correct discipline problems than it is to prevent

TABLE VII

DIFFERENCE IN ATTITUDES CONCERNING PUPIL-TEACHER RELATIONSHIPS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
The teacher should see the student as a co-worker on a common problem.	4	1.50	NS
Compliments by the teacher bring more learning.	2	30.36	.001
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	4	7.10	NS
Minor disciplinary situations should sometimes be turned into jokes.	4	16.64	.05
Most pupil misbehavior is done to annoy the teacher.	4	17.71	.01
Ideas coming from students should be ignored.	3	126.64	.001
Teachers seldom help students with individual problems.	4	29.32	.001
Discipline seldom affects the learning process.	2	111.22	.001
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	4	14.89	.01
Course grades should never be lowered as punishment.	4	9.87	.05
It is easier to correct discipline problems than it is to prevent them.	3	64.95	.001
The teacher should sometimes ridicule the students' ideas.	4	5.59	NS

TABLE VII (continued)

Inventory Statement	df	X^2	P
Children should be given reasons for the restrictions placed upon them.	4	.58	NS
Teachers can and should let students set up their own standards.	4	14.81	.01

them."

Veteran teachers verbally responded less to "undecided" and "agree" than did students when marking "Teachers should not be expected to manage a child if the latter's parents are unable to do so."

"Course grades should never be lowered as punishment" found a difference in views with students tending to more "agree" and "strongly agree" while teachers used the "disagree" and "strongly disagree" remarks.

Teachers responded less to "undecided" and "agree" and more to "disagree" than the students on the remark, "Teachers can and should let students set up their own standards."

Other statements in this part of the Inventory are presented in Table VII.

Teacher Characteristics

In the area of Teacher Characteristics expressed in the Inventory, a chi square test was used to test for significant differences of attitudes between beginning students and veteran teachers. The items from the Inventory and results are presented in Table VIII.

Differences in response were expressed for "To maintain good discipline in the classroom, a teacher needs to be 'hardboiled.'" The teachers were largely "undecided" while the students responded with "disagree." This result was also observed for "The teacher's self-confidence has little to do with student comprehension or learning."

"Teachers who are liked best probably have a better understanding of their pupils" showed the students responding more to "strongly agree" than the teachers but less to "disagree."

Both groups generally responded with "strongly agree" and "agree" remarks to the comment, "Teachers must be aware of the student's emotional and physical needs as well as educational needs." The significance came in the opposite end of the attitudes; but, because of the few responses there, caution must be observed in accepting a difference in the groups' attitudes.

"Discipline problems are the teacher's greatest worry" resulted in the teachers responding more to "strongly agree" and "strongly disagree" but less than the students to "undecided."

Although both groups responded most to "disagree," all other responses found the groups responding in opposite directions to the question, "Teachers should not expect pupils to like them."

TABLE VIII

DIFFERENCE IN ATTITUDES CONCERNING TEACHER CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	3	4.33	NS
Enthusiasm on the teacher's part will carry through to the learner.	1	.68	NS
A teacher's appearance should set an example for the students.	3	4.29	NS
To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	3	159.46	.001
Teachers who are liked best probably have a better understanding of their pupils.	4	25.22	.001
Teachers must be aware of the student's emotional and physical needs as well as educational needs.	4	13.63	.001
The teacher's self-confidence has little to do with student comprehension or learning.	2	139.06	.001
Discipline problems are the teacher's greatest worry.	4	20.42	.001
Teachers should not expect pupils to like them.	4	25.34	.001
Teachers can be in the wrong as well as pupils.	3	1.38	NS
The teacher should show no emotion to students' remarks.	4	8.92	NS

TABLE VIII (continued)

Inventory Statement	df	X^2	P
Humor is an effective teaching tool.	3	13.00	NS
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	4	25.46	.001
The first lesson a child needs to learn is obey the teacher without question.	3	16.64	.001
One should be able to get along with almost any child.	4	11.79	.05
The teacher should be interested in the student but not get emotionally involved.	4	6.77	NS
Patience seldom affects the learning process.	4	4.83	NS

The students and teachers varied a great deal in all their responses to "A teacher should never acknowledge his ignorance of a topic in the presence of his pupils." The majority of both groups, however, tended toward the disagreement areas.

"The first lesson a child needs to learn is to obey the teacher without question" found the main part of the teachers "undecided" while students mainly selected "disagree" as a response.

Both groups tended to have a significant degree of difference in each response, but both moved to favor "agree" in their answers to "One should be able to get along with almost any child."

The remaining comments in the Teacher Characteristics area are presented in Table VIII.

Teacher Methods and Activities

In the category of items related to Teacher Methods and Activities found in the Inventory, a chi square test was used to test for significant differences of attitudes between beginning students and veteran teachers. The statements and results are presented in Table IX.

The major difference between the groups was found in the "undecided" area with the students expressing a greater degree of this attitude than the teachers when responding to "Much of the teacher's time is spent studying the background of the students" and "Teachers should be responsible for setting up courses of study." Most of the people in each group disagreed with the former statement and agreed with the latter.

A majority of students felt "agree" the proper response to "Sometimes teachers coordinate work with teachers in the same or related fields" while a majority of the veteran teachers chose "undecided." This was found also for "Socializing experiences are never developed adequately."

Fewer teachers were "undecided" than students concerning the statement, "In teaching, attitudes and habits are more often caught than taught." The degree of "strong agree" and "agree" were interchanged by each group with the students chosing "agree" more often and the teachers "strongly agree."

"When a student asks a question of a teacher, the teacher should throw the question back to the student" found a discrepancy between the two groups. While the teachers chose "undecided" and

TABLE IX

DIFFERENCE IN ATTITUDES CONCERNING TEACHER METHODS AND ACTIVITIES BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	1	.00	NS
Much of the teacher's time is spent studying the background of the students.	4	13.95	.01
Sometimes teachers coordinate work with teachers in the same or related fields.	4	146.72	.001
Classroom organization should be done early in the course.	3	7.57	NS
Teachers should establish worth-while goals and means through pupil-teacher planning.	3	3.76	NS
Teachers seldom develop effective communication skills in their pupils.	4	3.72	NS
Planning is the most important job for the teacher.	4	7.02	NS
In teaching, attitudes and habits are more often caught than taught.	4	17.35	.01
A teacher should never leave the class to its own management.	4	19.24	.01
Small groups help learning in some instances.	2	19.84	.001
Children must be told exactly what to do and how to do it.	4	2.71	NS
A pupil should always be fully aware of what is expected of him.	3	5.36	NS

TABLE IX (continued)

Inventory Statement	df	X^2	P
Socializing experiences are never developed adequately.	3	85.82	.001
Evaluation techniques should be clearly explained to students.	3	2.34	NS
Tests should be made up of subjective and objective questions.	4	29.32	.001
Teachers are responsible for knowing the home conditions of every one of their pupils.	4	6.53	NS
Pupil participation should be promoted in various activities.	2	2.05	NS
When a student asks a question of a teacher, the teacher should throw the question back to the student.	3	105.25	.001
Teachers must maintain records of teaching resources.	3	6.37	NS
Teachers participate in faculty planning for total school program.	3	25.88	.001
Democratic practices do not always need to be used in the classroom.	4	24.15	.001
Learning can take place when the room is not under complete control.	4	26.76	.001
Teachers should be responsible for setting up courses of study.	3	7.92	.05
Teachers need to spend time counseling with students.	3	11.33	.05
Success is more motivating than failure.	3	4.67	NS

moved generally toward the agreement areas, the students mainly chose "disagree."

Teachers chose to mark "strongly agree" and "agree" to a greater extent than students when confronted with the remark, "A teacher should never leave the class to its own management."

Although a high degree of difference was noted to the question, "Small groups help learning in some instances," the major differences were in the areas "strongly agree" and "agree." Here one must be able to discern the degree of difference between these two attitudes. This is true also for the statement, "Teachers participate in faculty planning for a total school program."

Teachers generally "agree" with the idea, "Learning can take place when the room is not under complete control" while beginning students felt "undecided" with a strong trend toward the disagree areas.

Both groups placed a majority of their verbal responses on the "strongly agree" and "agree" attitudes when reflecting to "Teachers need to spend time counseling with students." The main difference occurred with beginning students feeling more "undecided" and the teachers "disagree."

"Tests should be made up of subjective and objective questions" and "Democratic practices do not always need to be used in the classroom" caused differen in all five areas between the two groups. In direction, however, both groups tended toward the agreement areas for each statement.

Other statements in this group are presented in Table IX.

Professionalism

In the final category found in the Inventory, Professionalism, a chi square test was used to test for significant differences of attitudes between beginning students and veteran teachers. These statements and results are presented in Table X.

"Teachers with light teaching loads can do a better job of teaching" and "Teachers should take a stand on controversial issues" showed a general difference in each category by each group. Teachers were generally stronger in the "strongly agree" and "agree" areas while students picked "undecided."

Teachers "strongly agree" while beginning students felt "undecided" about these statements: "Universal promotion of pupils lowers achievement standards," and "Teachers should join as many as possible community organizations to keep abreast of community feelings."

Students were mainly "undecided" when considering "In pupil appraisal, effort should not be distinguished from scholarship" while teachers chose "disagree."

Both groups mainly "disagree" with the teachers showing more "undecided" when they responded to "Teaching is an easier occupation because you only have to work from eight to four o'clock."

Similar trends toward "disagree" were found for "A teacher should never discuss sex problems with the pupils" although the groups differed most in the "undecided" attitude.

"A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home" showed again that the

TABLE X

DIFFERENCE IN ATTITUDES CONCERNING PROFESSIONALISM BY STUDENTS ON A MODIFIED MTAI AT THE BEGINNING OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Teaching usually means a challenge to the individual.	4	8.67	NS
Teaching is usually considered a profession.	3	1.49	NS
Teachers with light teaching loads can do a better job of teaching.	4	19.37	.01
There is too much emphasis on grading.	4	5.67	NS
Universal promotion of pupils lowers achievement standards.	4	25.22	.001
In pupil appraisal, effort should not be distinguished from scholarship.	4	40.99	.001
Teaching is an easier occupation because you only have to work from eight to four o'clock.	3	47.30	.001
Teachers should join as many as possible community organizations to keep abreast of community feelings.	4	14.41	.01
A teacher should never discuss sex problems with the pupils.	4	11.75	.05
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	4	18.77	.01
A teacher should not be expected to do more work than he is paid for.	4	33.59	.001
Grading is of value because of the competition element.	4	.15	NS

TABLE X (continued)

Inventory Statement	df	X^2	P
Academic is the most important accomplishment for a student.	3	83.22	.001
Teachers should take a stand on controversial issues.	4	27.33	.001
Teaching never gets monotonous.	4	14.38	.01

groups mainly marked "disagree" with the teachers showing the larger trend to this side of the scale.

A general spread of responses was found for "A teacher should not be expected to do more work than he is paid for," but "disagree" was the most popular answer for each.

Results showed that teachers were "undecided" while the students marked "disagree" for the comment, "Academic is the most important accomplishment for a student."

Each group mainly "disagree" with more students feeling "undecided" than teachers to the statement, "Teaching never gets monotonous."

Other statements in this category may be found in Table X.

Summary of Hypothesis II

When comparing beginning students to veteran teachers, over 50 percent of the questions in each category were rejected by the use of the chi square test; therefore, the entire hypothesis was rejected. Whenever 50 percent or more of the items in each area of the Inventory

were found to be significant, the area was observed as rejecting the hypothesis.

The two areas in which the greatest number of questions were rejected were Professionalism with 73.3 percent and Pupil-Teacher Relationships with 71.3 percent. Pupil Characteristics contained 54.1 percent with 52.3 percent of the statements in Teacher Characteristics proving to be significant. Teacher Methods and Activities contained significant statements totaling 52.0 percent.

III. HYPOTHESIS III

There are no significant differences in attitudes expressed by students during the final week of the course than attitudes by veteran teachers.

Pupil Characteristics

In the area of Pupil Characteristics expressed in the Inventory, a chi square test was used to test for significant differences of attitudes between ending students and veteran teachers. The statements and results are presented in Table XI.

"Dishonesty as found in cheating is probably one of the most serious of moral offenses" revealed a difference in two areas. Ending students "agree" more than teachers while teachers "disagree" more than students.

Students nearly all "disagree" with the statement, "Students should be talked down to," while the teachers were mainly divided between "undecided" and "disagree."

TABLE XI

DIFFERENCE IN ATTITUDES CONCERNING PUPIL CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE COMPLETION OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Most children are obedient.	3	6.60	NS
A child should be taught to obey an adult without question.	4	2.95	NS
Some children ask too many questions.	4	4.62	NS
Most pupils are considerate of their teachers.	4	.12	NS
It is difficult to understand why some children want to come to school so early in the morning before opening time.	4	4.95	NS
Children just cannot be trusted.	4	1.19	NS
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	4	11.96	.05
"Lack of application" is probably one of the most frequent causes for failure.	4	7.85	NS
Students should be talked down to.	3	109.12	.001
A pupil's failure is seldom the fault of the teacher.	3	131.17	.001
Pupils have it easy in the modern school.	4	106.27	.001
Most pupils do not make an adequate effort to prepare their lessons.	4	2.73	NS
Too many children nowadays are allowed to have their own way.	4	11.75	.05
Children have a natural tendency to be unruly.	3	124.40	.001

TABLE XI (continued)

Inventory Statement	df	X^2	P
Most pupils lack imagination.	3	203.55	.001
The majority of children take their responsibilities seriously.	3	2.23	NS
Most children would like to use good English.	4	1.74	NS
Children need not always understand the reasons for social conduct.	4	3.73	NS
A teacher seldom finds children really enjoyable.	3	123.60	.001
Children who cannot meet the school standards should be dropped.	4	4.44	NS
Aggressive children require the most attention.	4	3.76	NS
Young people today are just as good as those of the past generation.	4	8.90	NS
A pupil has the right to disagree openly with his teacher.	3	6.43	NS

Again "disagree" was the choice of the students for the remark, "A pupil's failure is seldom the fault of the teacher," but teachers responded significantly to "strongly agree," "agree," and with most in the "undecided" attitude.

"Pupils have it easy in the modern school" and "Children have a natural tendency to be unruly" found students "disagree" with the statements. No clear trend was shown by the teachers with most responses in "undecided."

Nearly the entire group of students "disagree" with "Most pupils lack imagination," but teachers displayed "undecided" as most popular with a significant number of "strongly agree" remarks.

Again a large majority of the ending students "disagree" to "A teacher seldom finds children really enjoyable" as teachers divided their responses almost equally between "undecided" and "disagree."

Other statements in the Pupil Characteristics category are found in Table XI.

Pupil-Teacher Relationships

Pupil-Teacher Relationships characterized the next set of questions tested by the general null hypothesis. A chi square test for significant differences of attitudes between ending students and veteran teachers was used. The statements and results are presented in Table XII.

Students "agree" less than teachers and show more tendency in the "disagree" areas than the teachers in responding to "At times it is necessary that the whole class suffer wher the teacher is unable to

TABLE XII

DIFFERENCE IN ATTITUDES CONCERNING PUPIL TEACHER RELATIONSHIPS BY STUDENTS ON A MODIFIED MTAI AT THE COMPLETION OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
The teacher should see the student as a co-worker on a common problem.	4	7.29	NS
Compliments by the teacher bring more learning.	2	4.19	NS
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	4	13.43	.01
Minor disciplinary situations should sometimes be turned into jokes.	4	13.52	.01
Most pupil misbehavior is done to annoy the teacher.	4	17.40	.01
Ideas coming from students should be ignored.	3	87.69	.001
Teachers seldom help students with individual problems.	4	4.31	NS
Discipline seldom affects the learning process.	3	113.56	.001
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	4	7.45	NS
Course grades should never be lowered as punishment.	4	8.97	NS
It is easier to correct discipline problems than it is to prevent them.	3	86.66	.001
The teacher should sometimes ridicule the students' ideas.	4	1.63	NS

TABLE XII (continued)

Inventory Statement	df	X^2	P
Children should be given reasons for the restrictions placed upon them.	4	1.19	NS
Teachers can and should let students set up their own standards.	4	21.51	.001

identify the culprit."

Most of the members of each group "agree" with "Minor disciplinary situations should sometimes be turned into jokes"; however, ending students marked more "strongly agree" than teachers and the latter marked more "disagree" than the former.

"Most pupil misbehavior is done to annoy the teacher" showed the majority of teachers "disagree" while students were nearly divided equally on each side of the "undecided" attitude.

Ending students responded with nearly all "disagree" remarks to "Ideas coming from students should be ignored" while teachers were almost all in the "undecided" and "disagree" attitudes.

Students "disagree" and teachers are "undecided" to the statements, "Discipline seldom affects the learning process" and "It is easier to correct discipline problems than it is to prevent them."

Both groups are equally "undecided" with the teachers tending toward disagreement areas and students toward agreement for "Teachers can and should let students set up their own standards."

Other statements for this category are listed in Table XII.

Teacher Characteristics

In the area of Teacher Characteristics expressed in the Inventory, a chi square test was used to test for significant differences of attitudes between ending students and veteran teachers. The items from the Inventory and results are presented in Table XIII.

"To maintain good discipline in the classroom, a teacher needs to be 'hardboiled'" and "The first lesson a child needs to learn is to obey the teacher without question" found the students generally indicating "disagree" attitudes while a majority of the teachers felt "undecided" about these statements.

Each group mostly answered in the agreement areas although teachers spread out more in the other attitudes to the statement, "Teachers who are liked best probably have a better understanding of their pupils."

"The teacher's self-confidence has little to do with student comprehension or learning" resulted in the teachers finding "undecided" the most popular with a trend toward "disagree" while the students heavily favored "disagree."

Both groups mainly "disagree" with "Teachers should not expect pupils to like them." However, a significant number of students marked "disagree" and "strongly disagree" with teachers choosing "agree."

"Teachers can be in the wrong as well as pupils" found a majority of the groups in the agreement areas. There was a difference in the "disagree" area with more students choosing this than teachers.

The students and teachers both indicated "disagree" and "strongly

TABLE XIII

DIFFERENCE IN ATTITUDES CONCERNING TEACHER CHARACTERISTICS BY STUDENTS ON A MODIFIED MTAI AT THE COMPLETION OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	3	3.37	NS
Enthusiasm on the teacher's part will carry through to the learner.	1	.83	NS
A teacher's appearance should set an example for the students.	3	5.74	NS
To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	3	156.59	.001
Teachers who are liked best probably have a better understanding of their pupils.	4	36.30	.001
Teachers must be aware of the student's emotional and physical needs as well as educational needs.	4	1.83	NS
The teacher's self-confidence has little to do with student comprehension or learning.	3	140.74	.001
Discipline problems are the teacher's greatest worry.	4	3.01	NS
Teachers should not expect pupils to like them.	4	16.30	.01
Teachers can be in the wrong as well as pupils.	3	10.74	.05
The teacher should show no emotion to students' remarks.	4	7.63	NS

TABLE XIII (continued)

Inventory Statement	df	X^2	P
Humor is an effective teaching tool.	3	6.13	NS
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	4	11.30	.05
The first lesson a child needs to learn is to obey the teacher without question.	3	131.17	.001
One should be able to get along with almost any child.	4	3.37	NS
The teacher should be interested in the student but not get emotionally involved.	4	4.11	NS
Patience seldom affects the learning process.	4	4.21	NS

disagree" as their major responses to "A teacher should never acknowledge his ignorance of a topic in the presence of his pupils." The significance comes from the other areas of the Inventory; but, because of the few responses, care should be taken in suggesting an actual difference of the groups.

The remaining comments in the Teacher Characteristics area are presented in Table XIII.

Teacher Methods and Activities

In the category of items related to Teacher Methods and Activities found in the Inventory, a chi square test was used to test for significant differences of attitudes between ending students and veteran teachers. The statements and results are presented in Table XIV.

Almost the entire group of students responded in the agreement areas to "Sometimes teachers coordinate work with teachers in the same or related fields" while teachers remained mainly "undecided."

A majority of the population studied chose "strongly agree" and "agree" when reacting to the following statements: "Classroom organization should be done early in the course;" "Teachers should establish worth-while goals and means through pupil-teacher planning;" and "Teachers participate in faculty planning for total school program." The significant differences occurring in the other areas were caused by relatively few responses.

"A teacher should never leave the class to its own management" resulted in the main part of the groups feeling "disagree" the appropriate response. More teachers responded, however, to "agree" than did the students.

A major portion of the ending students "disagree" with the statement, "When a student asks a question of a teacher, the teacher should throw the question back to the student." Teachers chose "strongly agree" and "agree."

The statement, "Democratic practices do not always need to be used in the classroom," found each group answering each attitude in

TABLE XIV

DIFFERENCE IN ATTITUDES CONCERNING TEACHER METHODS AND ACTIVITIES BY STUDENTS ON A MODIFIED MTAI AT THE COMPLETION OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	1	3.67	NS
Much of the teacher's time is spent studying the background of the students.	4	3.12	NS
Sometimes teachers coordinate work with teachers in the same or related fields.	2	184.60	.001
Classroom organization should be done early in the course.	3	7.82	.05
Teachers should establish worth-while goals and means through pupil-teacher planning.	3	16.21	.01
Teachers seldom develop effective communication skills in their pupils.	4	5.90	NS
Planning is the most important job for the teacher.	4	8.26	NS
In teaching, attitudes and habits are more often caught than taught.	4	.98	NS
A teacher should never leave the class to its own management.	4	21.63	.001
Small groups help learning in some instances.	2	.56	NS
Children must be told exactly what to do and how to do it.	4	3.73	NS
A pupil should always be fully aware of what is expected of him.	3	5.16	NS

TABLE XIV (continued)

Inventory Statement	df	X^2	P
Socializing experiences are never developed adequately.	4	5.02	NS
Evaluation techniques should be clearly explained to students.	4	2.85	NS
Tests should be made up of subjective and objective questions.	4	4.65	NS
Teachers are responsible for knowing the home conditions of every one of their pupils.	4	7.85	NS
Pupil participation should be promoted in various activities.	2	.70	NS
When a student asks a question of a teacher, the teacher should throw the question back to the student.	3	86.41	.001
Teachers must maintain records of teaching resources.	3	1.70	NS
Teachers participate in faculty planning for total school program.	3	13.61	.01
Democratic practices do not always need to be used in the classroom.	4	20.82	.001
Learning can take place when the room is not under complete control.	4	17.84	.01
Teachers should be responsible for setting up courses of study.	4	7.05	NS
Teachers need to spend time counseling with students.	3	5.52	NS
Success is more motivating than failure.	3	5.50	NS

different degrees; the greatest difference was the amount the teachers favored "strongly agree" and the students favored "strongly disagree."

A general spread of attitudes was shown to the remark, "Learning can take place when the room is not under complete control." More teachers responded to "agree" while the same number of responses for "agree" and "disagree" were given by the students.

Other statements in this group in the Inventory are presented in Table XIV.

Professionalism

In the final category found in the Inventory, Professionalism, a chi square test was used to test for significant differences of attitudes between ending students and veteran teachers. These statements and results are presented in Table XV.

Both generally answered "strongly agree" and "agree" with few responses in the other choices to the remark, "There is too much emphasis on grading."

Students generally remained "undecided" to "Universal promotion of pupils lowers achievement standards" while teachers tend to "agree."

"In pupil appraisal, effort should not be distinguished from scholarship" was a statement to which most teachers verbally responded in the disagree areas. Ending students were spread mainly through "agree," "undecided," and "disagree."

The groups felt the disagreement areas were the proper responses for "Teaching is an easier occupation because you only have to work

TABLE XV

DIFFERENCE IN ATTITUDES CONCERNING PROFESSIONALISM BY STUDENTS ON A MODIFIED MTAI AT THE COMPLETION OF PRINCIPLES OF SECONDARY EDUCATION AND VETERAN TEACHERS: CHI SQUARE DATA

Inventory Statement	df	X^2	P
Teaching usually means a challenge to the individual.	3	7.66	NS
Teaching is usually considered a profession.	3	3.73	NS
Teachers with light teaching loads can do a better job of teaching.	4	7.91	NS
There is too much emphasis on grading.	4	10.75	.05
Universal promotion of pupils lowers achievement standards.	4	14.60	.01
In pupil appraisal, effort should not be distinguished from scholarship.	4	11.38	.05
Teaching is an easier occupation because you only have to work from eight to four o'clock.	3	40.88	.001
Teachers should join as many as possible community organizations to keep abreast of community feelings.	4	8.19	NS
A teacher should never discuss sex problems with the pupils.	4	6.16	NS
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	4	28.72	.001
A teacher should not be expected to do more work than he is paid for.	4	12.89	.05
Grading is of value because of the competition element.	4	.12	NS

TABLE XV (continued)

Inventory Statement	df	X^2	P
Academic is the most important accomplishment for a student.	3	80.56	.001
Teachers should take a stand on controversial issues.	4	7.45	NS
Teaching never gets monotonous.	4	11.05	.05

from eight to four o'clock." In the other choices, teachers used "undecided" more with the other responses being marked sparsely.

"A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home" and "A teacher should not be expected to do more work than he is paid for" found a strong trend to the disagree choices by the entire population. In the former statement, a number of teachers were "undecided" while in the latter they responded with "agree."

Teachers were "undecided," but students showed "disagree" for the comment, "Academic is the most important accomplishment for a student."

Mainly the veteran group disagreed to "Teaching never gets monotonous," but students were divided among all the attitude choices.

The remaining statements in this category are shown in Table XV.

Summary of Hypothesis III

In testing the difference in attitudes of students completing Principles of Secondary Education and veteran teachers, only two categories of the Inventory were found to reject the null hypothesis. Whenever 50 percent or more of the items in each area of the Inventory were found to be significant, the area was observed as rejecting the hypothesis.

Both categories which rejected the hypothesis were on or close to the dividing line of acceptance or rejection. Professionalism contained 53.3 percent with 50.0 percent of the comments in Pupil-Teacher Relationships proving to be significant.

The three areas which accepted this null hypothesis were Teacher Methods and Activities with 32.0 percent, Pupil Characteristics with 33.0 percent, and Teacher Characteristics with 41.1 percent.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This final chapter is organized in the following manner: first, a summary of the study; second, conclusions derived from the study; third, implications drawn from the study; and fourth, suggestions for further study.

I. SUMMARY

The underlying problem of this study was to determine if there was a significant difference in attitudes between (1) students enrolled in Principles of Secondary Education at Stout State University at the beginning of the course and the attitudes expressed by the same students at the completion of the course; (2) students enrolled in Principles of Secondary Education at Stout State University at the beginning of the course and veteran teachers; and (3) students enrolled in Principles of Secondary Education at Stout State University at the completion of the course and veteran teachers.

The study used the following general null hypotheses to test for significant differences in attitudes:

1. There are no significant differences in attitudes expressed by students during the first week of the course when compared with attitudes expressed during the final week of the course.
2. There are no significant differences in attitudes expressed by students during the first week of the course and the

attitudes expressed by veteran teachers.

3. There are no significant differences in attitudes expressed by students during the final week of the course than attitudes by veteran teachers.

A review of related literature revealed that teacher attitudes are changed by many variables and that these attitudes provide a key to classroom atmosphere. Next literature favoring the measurement of teacher attitudes and its importance in predicting teacher success was explored. Lastly, literature opposing and questioning the value of measuring teacher attitudes was reviewed.

The population used in this study consisted of 274 students enrolled as beginning students in Principles of Secondary Education at Stout State University, 240 students who completed the same course, and 84 veteran teachers who had attended the 1968 summer session at Stout. Information concerning the students was drawn from a review of the sophomore class of Stout and included academic and educational background, geographic location, type of high school attended, and size of high school. Teachers were described by the number of years of teaching experience, educational background, graduate major, and size of high school in which they are located.

The instrument was described as a Modified MTAI with comments concerning the make-up of the specific instrument used in this study, the directions for the use of the instrument, and reports of reliability of the MTAI.

The research procedures included the collection of data, i.e., the administration of the Inventory to the groups and the preparation of the raw data. Analysis of the data explained the use of the chi square test, the level of significance chosen, and the development of instrument categories.

Findings of the study revealed that the null hypothesis comparing beginning and ending Principles of Secondary Education students would be rejected in all areas of the Inventory except for Pupil Characteristics. This decision is based on the percent of statements found to be significant in each category. Whenever 50 percent or more of the items in each area of the Inventory were found to be significant, the area was observed as rejecting the hypothesis.

Only 33.0 percent of the questions relating to Pupil Characteristics were found to be significant while Pupil-Teacher Relationships showed the biggest difference in groups with 78.6 percent of the comments proving significant. The Teacher Methods and Activities category was next in percent of significant statements with 64.0 percent. Teacher Characteristics contained significant statements totaling 58.7 percent. The remaining category, Professionalism, was made up of 53.3 percent significant statements.

When comparing beginning students to veteran teachers, over 50 percent of the questions in each category were rejected by the use of the chi square test, therefore allowing the entire hypothesis to be rejected.

The two areas in which the greatest number of questions were rejected were Professionalism with 73.3 percent and Pupil-Teacher Relationships with 71.3 percent. Pupil Characteristics contained 54.1 percent with 52.3 percent of the statements in Teacher Characteristics proving to be significant. Teacher Methods and Activities contained significant statements totaling 52.0 percent.

In testing the difference in attitudes of students completing Principles of Secondary Education and veteran teachers, only two categories of the Inventory were found to reject the null hypothesis. The same criteria as before were used to determine rejection.

Both categories which rejected the hypothesis were on or close to the dividing line of acceptance or rejection. Professionalism contained 53.3 percent with 50.0 percent of the comments in Pupil-Teacher Relationships proving to be significant.

The three areas which accepted this null hypothesis were Teacher Methods and Activities with 32.0 percent, Pupil Characteristics with 33.0 percent, and Teacher Characteristics with 41.1 percent.

II. CONCLUSIONS

The following conclusions may be drawn from this study:

1. Beginning students and students completing the course were significantly different in the attitudes they held on 78.6 percent of the questions asked in the Pupil-Teacher Relationships category.

2. Beginning and ending students were significantly different in the attitudes they expressed on 64.0 percent of the statements relating to Teacher Methods and Activities.
3. Beginning and ending students differed in their attitudes significantly concerning the statements relating to Teacher Characteristics 58.7 percent of the time.
4. Beginning students and students completing the course when responding to questions on Professionalism differed in attitudes significantly on 53.3 percent of the items.
5. When comparing beginning students to veteran teachers, 73.3 percent of the statements in the Professionalism category were proven significantly different.
6. Beginning students and veteran teachers were significantly different in the attitudes they held on 71.3 percent of the questions asked in the Pupil-Teacher Relationships area.
7. Beginning students and veteran teachers were significantly different in the attitudes they expressed on 54.1 percent of the items relating to Pupil Characteristics.
8. Beginning and ending students when responding to questions on Teacher Characteristics differed in attitudes significantly on 52.3 percent of the items.
9. When comparing beginning students and veteran teachers, 52.0 percent of the statements in the Teacher Methods and Activities were proven significantly different.

10. The attitudes of students completing the course and veteran teachers in the Professionalism category proved significantly different on 53.0 percent of the items.

11. Ending students and veteran teachers were significantly different in the attitudes they held on 50.0 percent of the statements in the Pupil-Teacher Relationships area.

Pupil Characteristics was the only category not containing 50 percent or more statements that were not significant in comparing the attitudes of beginning students and students completing the course. This category contained only 33.0 percent of significantly different statements.

Three of the five areas rejected the hypothesis which compared students completing the Principles course and veteran teachers because they did not meet the percentage requirements. These areas were Teacher Methods and Activities with 32.0 percent, Pupil Characteristics with 33.0 percent, and Teacher Characteristics with 41.1 percent.

III. IMPLICATIONS

According to the results previously discussed, there is little question that some attitude change had occurred between the time the students began the Principles course and the completion of the course. Since this course is one of the firs education classes that the education student is involved with at Stout, the course must be one of the basic reasons for the attitude change shown in this study's results.

Most outstanding in the results of this study was the apparent difference in attitudes between beginning students and veteran teachers. This outcome does not seem too surprising. It is hard to imagine that novices in education would hold attitudes concerning education and the educational process similar to the experienced teachers.

If the conclusion can be drawn that the teachers used in this study hold realistic views of education, beginning students apparently do not hold such ideas of the problems that will be confronting them in their chosen profession. This would be especially true in the areas of Professionalism and Pupil-Teacher Relationships where a large percent of the attitudes were shown to be different. Conjecture on the part of the writer may explain some of the reason. The beginning student in education is not yet aware of what it feels like to be a teacher. He still is sensing education from the viewpoint of the pupil. As the course developed and experiences were provided to give the students opportunities to view education from the viewpoint of the teacher, his attitudes became more like those of the veteran teacher.

By the completion of the course only two of the categories, Pupil-Teacher Relationships and Professionalism, found the students expressing different attitudes than the teachers. It is important to note that in both cases these areas were at or barely above the cutting off point for acceptance or rejection of the hypothesis. As was previously noted, the views of the student may still be those held by students confronting teachers every day. In the Professionalism category, a number of the questions are ones found to be highly

unresolved by teachers in the field. For example, a teacher should not do more work than he is paid for or academic endeavor is the most important aspect of the schools were two statements thus unresolved. Until the teaching profession can resolve these types of problems, it will be difficult to have students know or express realistic attitudes.

IV. SUGGESTIONS FOR FURTHER STUDY

There are numerous ways in which this study can lead to more thorough or advanced research on student and teacher attitudes.

A study of similar nature could be made using education students at the beginning of their university careers and at the finish of their student teaching experience. It could also be made at the beginning of their student teaching experience and immediately after it.

No difference between sexes on the attitudes studies were analyzed. A project to determine if the attitudes between male and female students could be conducted. This could also be expanded into comparing male students and male veteran teachers or female students and female veteran teachers.

Because of Stout State's specialized curriculum, attitudes comparing only veteran home economics and industrial arts teachers with students in these programs would appear to be valid for the University's information.

Using those statements from the Inventory that proved significant, a basic research instrument may be developed to allow professors in education courses to see what attitudes are changing in their

students as the courses develop.

Professors in education courses, knowing and accepting the attitudes of veteran teachers, could make students aware of these realistic views. They may want to attempt to construct their course objectives along lines that will help develop in their students an awareness of these attitudes.

A continuous project along similar lines could be conducted to provide more and more statements of attitudes that would be significantly important.

A longitudinal study of Stout graduates involved in education could be conducted using this instrument. The attitudes that changed in people after leaving the University and having one year of teaching experience and five years of teaching could prove to be a significant project.

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APPENDIXES

APPENDIX A

TEACHER INFORMATION SHEET

The first objective of this experimental survey form is to create an instrument to measure attitudinal changes of students taking the course "Principles of Secondary Education."

The second objective is to determine what specific subject matter content should be taught in "Principles of Secondary Education." The idea is to get practical suggestions from experienced teachers so that the course can be a meaningful course for beginning students in teaching.

Please fill in the following information for our experimental data.

1. Sex _____

2. Years of teaching experience _____

3. Undergraduate major _____

4. Graduate major _____

5. School population _____

APPENDIX B

MODIFIED MTAI

TEACHING INVENTORY

Directions: Mark the statement according to how you agree or disagree: strongly agree, agree, undecided, disagree, or strongly disagree.

	SA	A	U	D	SD
1. When a student asks a question of a teacher, the teacher should throw the question back to the student.	( )	( )	( )	( )	( )
2. The teacher should see the student as a co-worker on a common problem.	( )	( )	( )	( )	( )
3. Compliments by the teacher bring more learning.	( )	( )	( )	( )	( )
4. The teacher should show no emotion to students' remarks.	( )	( )	( )	( )	( )
5. The teacher should sometimes ridicule the students' ideas.	( )	( )	( )	( )	( )
6. Poise and efficiency in directing several simultaneous activities are required of a good teacher.	( )	( )	( )	( )	( )
7. Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	( )	( )	( )	( )	( )
8. Teachers must maintain records of teaching resources.	( )	( )	( )	( )	( )
9. Teachers participate in faculty planning for total school program.	( )	( )	( )	( )	( )
10. Much of the teacher's time is spent studying the background of the students.	( )	( )	( )	( )	( )
11. Sometimes teachers coordinate work with teachers in the same or related fields.	( )	( )	( )	( )	( )
12. Classroom organization should be done early in the course.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
13.	Teachers should establish worthwhile goals and means through pupil-teacher planning.	( )	( )	( )	( )	( )
14.	Teachers seldom develop effective communication skills in their pupils.	( )	( )	( )	( )	( )
15.	Planning is the most important job for the teacher.	( )	( )	( )	( )	( )
16.	Enthusiasm on the teacher's part will carry through to the learner.	( )	( )	( )	( )	( )
17.	Humor is an effective teaching tool.	( )	( )	( )	( )	( )
18.	Democratic practices do not always need to be used in the classroom.	( )	( )	( )	( )	( )
19.	Teaching usually means a challenge to the individual.	( )	( )	( )	( )	( )
20.	Teaching is usually considered a profession.	( )	( )	( )	( )	( )
21.	In teaching, attitudes and habits are more often caught than taught.	( )	( )	( )	( )	( )
22.	A teacher's appearance should set an example for the students.	( )	( )	( )	( )	( )
23.	Teachers with light teaching loads can do a better job of teaching.	( )	( )	( )	( )	( )
24.	Learning can take place when the room is not under complete control.	( )	( )	( )	( )	( )
25.	A teacher should never discuss sex problems with the pupils.	( )	( )	( )	( )	( )
26.	A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	( )	( )	( )	( )	( )
27.	A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
28.	To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	( )	( )	( )	( )	( )
29.	There is too much emphasis on grading.	( )	( )	( )	( )	( )
30.	At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	( )	( )	( )	( )	( )
31.	Universal promotion of pupils lowers achievement standards.	( )	( )	( )	( )	( )
32.	Teachers who are liked best probably have a better understanding of their pupils.	( )	( )	( )	( )	( )
33.	A teacher should never leave the class to its own management.	( )	( )	( )	( )	( )
34.	A teacher should not be expected to do more work than he is paid for.	( )	( )	( )	( )	( )
35.	Grading is of value because of the competition element.	( )	( )	( )	( )	( )
36.	Students should be talked down to.	( )	( )	( )	( )	( )
37.	Pupil participation should be promoted in various activities.	( )	( )	( )	( )	( )
38.	Small groups help learning in some instances.	( )	( )	( )	( )	( )
39.	Most children are obedient.	( )	( )	( )	( )	( )
40.	Minor disciplinary situations should sometimes be turned into jokes.	( )	( )	( )	( )	( )
41.	The first lesson a child needs to learn is to obey the teacher without question.	( )	( )	( )	( )	( )
42.	A pupil's failure is seldom the fault of the teacher.	( )	( )	( )	( )	( )
43.	Pupils have it easy in the modern school.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
44.	Most pupils do not make an adequate effort to prepare their lessons.	( )	( )	( )	( )	( )
45.	Too many children nowadays are allowed to have their own way.	( )	( )	( )	( )	( )
46.	A child should be taught to obey an adult without questions.	( )	( )	( )	( )	( )
47.	The boastful child is usually over-confident of his ability.	( )	( )	( )	( )	( )
48.	Children have a natural tendency to be unruly.	( )	( )	( )	( )	( )
49.	Some children ask too many questions.	( )	( )	( )	( )	( )
50.	Most pupils lack imagination.	( )	( )	( )	( )	( )
51.	The majority of children take their responsibilities seriously.	( )	( )	( )	( )	( )
52.	Most children would like to use good English.	( )	( )	( )	( )	( )
53.	Children need not always understand the reasons for social conduct.	( )	( )	( )	( )	( )
54.	Children must be told exactly what to do and how to do it.	( )	( )	( )	( )	( )
55.	Most pupils are considerate of their teachers.	( )	( )	( )	( )	( )
56.	A teacher seldom finds children really enjoyable.	( )	( )	( )	( )	( )
57.	It is difficult to understand why some children want to come to school so early in the morning before opening time.	( )	( )	( )	( )	( )
58.	Children that cannot meet the school standards should be dropped.	( )	( )	( )	( )	( )
59.	One should be able to get along with almost any child.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
60.	Children just cannot be trusted.	( )	( )	( )	( )	( )
61.	Children should be given reasons for the restrictions placed upon them.	( )	( )	( )	( )	( )
62.	A pupil should always be fully aware of what is expected of him.	( )	( )	( )	( )	( )
63.	Aggressive children require the most attention.	( )	( )	( )	( )	( )
64.	Young people today are just as good as those of the past generation.	( )	( )	( )	( )	( )
65.	A pupil has the right to disagree openly with his teacher.	( )	( )	( )	( )	( )
66.	Most pupil misbehavior is done to annoy the teacher.	( )	( )	( )	( )	( )
67.	In pupil appraisal effort should not be distinguished from scholarship.	( )	( )	( )	( )	( )
68.	Teaching is an easier occupation because you only have to work from eight to four o'clock.	( )	( )	( )	( )	( )
69.	Teachers should be responsible for setting up courses of study.	( )	( )	( )	( )	( )
70.	Evaluation techniques should be clearly explained to students.	( )	( )	( )	( )	( )
71.	The teacher should be interested in the student but not get emotionally involved.	( )	( )	( )	( )	( )
72.	Ideas coming from students should be ignored.	( )	( )	( )	( )	( )
73.	Teachers must be aware of the students' emotional and physical needs as well as educational needs.	( )	( )	( )	( )	( )
74.	Teachers can and should let students set up their own standards.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
75.	Academic is the most important accomplishment for a student.	( )	( )	( )	( )	( )
76.	Socializing experiences are never developed adequately.	( )	( )	( )	( )	( )
77.	Teachers seldom help students with individual problems.	( )	( )	( )	( )	( )
78.	Teachers need to spend time counseling with students.	( )	( )	( )	( )	( )
79.	Tests should be made up of subjective and objective questions.	( )	( )	( )	( )	( )
80.	Patience seldom affects the learning process.	( )	( )	( )	( )	( )
81.	The teacher's self-confidence has little to do with student comprehension or learning.	( )	( )	( )	( )	( )
82.	Discipline seldom is a problem on the secondary level of teaching.	( )	( )	( )	( )	( )
83.	Teachers should join as many as possible community organizations to keep abreast of community feelings.	( )	( )	( )	( )	( )
84.	Teachers should take a stand on controversial issues.	( )	( )	( )	( )	( )
85.	Teachers should not be expected to manage a child if the latter's parents are unable to do so.	( )	( )	( )	( )	( )
86.	Success is more motivating than failure.	( )	( )	( )	( )	( )
87.	Course grades should never be lowered as punishment.	( )	( )	( )	( )	( )
88.	Discipline problems are the teacher's greatest worry.	( )	( )	( )	( )	( )
89.	It is easier to correct discipline problems than it is to prevent them.	( )	( )	( )	( )	( )

		SA	A	U	D	SD
90.	Dishonesty as found in cheating is probably one of the most serious of moral offenses.	( )	( )	( )	( )	( )
91.	Teachers are responsible for knowing the home conditions of every one of their pupils.	( )	( )	( )	( )	( )
92.	"Lack of application" is probably one of the most frequent causes for failure.	( )	( )	( )	( )	( )
93.	Teachers should not expect pupils to like them.	( )	( )	( )	( )	( )
94.	Teachers can be in the wrong as well as pupils.	( )	( )	( )	( )	( )
95.	Teaching never gets monotonous.	( )	( )	( )	( )	( )

APPENDIX C

BEGINNING STUDENTS' RESPONSES TO MODIFIED MTAI

BEGINNING STUDENTS' RESPONSES TO MODIFIED MTAI

	SA	A	U	D	SD
Pupil Characteristics					
Most children are obedient.	15	192	6	3	1
A child should be taught to obey an adult without question.	5	37	50	148	35
Some children ask too many questions.	2	56	41	134	42
Most pupils are considerate of their teachers.	11	206	39	17	2
It is difficult to understand why some children want to come to school so early in the morning before opening time.	2	19	61	165	28
Children just cannot be trusted.	2	4	8	158	101
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	11	136	77	42	9
"Lack of application" is probably one of the most frequent causes for failure.	37	180	41	16	1
Students should be talked down to.	3	10	23	125	114
A pupil's failure is seldom the fault of the teacher.	5	36	57	137	40
Pupils have it easy in the modern school.	2	14	41	162	56
Most pupils do not make an adequate effort to prepare their lessons.	5	105	65	95	3
Too many children nowadays are allowed to have their own way.	15	128	64	62	5
Children have a natural tendency to be unruly.	2	84	43	130	15
Most pupils lack imagination.	2	30	21	174	48

	SA	A	U	D	SD
The majority of children take their responsibilities seriously.	13	183	43	32	3
Most children would like to use good English.	19	179	59	16	2
Children need not always understand the reasons for social conduct.	3	43	43	153	31
A teacher seldom finds children really enjoyable.	2	7	10	140	116
Children who cannot meet the school standards should be dropped.	0	6	28	144	94
Aggressive children require the most attention.	6	32	92	133	9
Young people today are just as good as those of the past generation.	92	135	32	10	3
A pupil has the right to disagree openly with his teacher.	84	148	31	8	0
<u>Pupil-Teacher Relationships</u>					
The teacher should see the student as a co-worker on a common problem.	58	151	41	25	2
Compliments by the teacher bring more learning.	61	147	42	23	4
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	3	10	23	125	114
Minor disciplinary situations should sometimes be turned into jokes.	8	103	80	74	10
Most pupil misbehavior is done to annoy the teacher.	7	97	51	103	13
Ideas coming from students should be ignored.	2	4	1	76	190
Teachers seldom help students with individual problems.	3	25	24	180	42

	SA	A	U	D	SD
Discipline seldom affects the learning process.	0	15	20	171	69
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	7	60	89	108	9
Course grades should never be lowered as punishment.	62	129	60	21	2
It is easier to correct discipline problems that it is to prevent them.	4	40	45	154	32
The teacher should sometimes ridicule the students' ideas.	4	18	53	140	62
Children should be given reasons for the restrictions placed upon them.	110	146	6	7	3
Teachers can and should let students set up their own standards.	11	80	110	65	6
Teacher Characteristics					
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	96	141	28	11	3
Enthusiasm on the teacher's part will carry through to the learner.	142	119	12	4	0
A teacher's appearance should set an example for the students.	124	119	18	10	5
To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	2	9	8	140	117
Teachers who are liked best probably have a better understanding of their pupils.	76	156	23	20	2
Teachers must be aware of the student's emotional and physical needs as well as educational needs.	91	166	12	1	1

	SA	A	U	D	SD
The teacher's self-confidence has little to do with student comprehension or learning.	0	11	16	155	91
Discipline problems are the teacher's greatest worry.	1	29	75	149	20
Teachers should not expect pupils to like them.	1	46	60	140	28
Teachers can be in the wrong as well as pupils.	120	143	7	2	3
The teacher should show no emotion to students' remarks.	4	18	53	140	62
Humor is an effective teaching tool.	73	165	36	3	0
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	9	22	39	147	60
The first lesson a child needs to learn is to obey the teacher without question.	8	45	60	136	26
One should be able to get along with almost any child.	38	188	25	21	1
The teacher should be interested in the student but not get emotionally involved.	37	134	43	47	11
Patience seldom affects the learning process.	1	13	19	156	85
Teacher Methods and Activities					
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	177	95	3	2	0
Much of the teacher's time is spent studying the background of the students.	2	43	92	125	15
Sometimes teachers coordinate work with teachers in the same or related fields.	38	217	21	1	0

	SA	A	U	D	SD
Classroom organization should be done early in the course.	113	145	9	7	1
Teachers should establish worth-while goals and means through pupil-teacher planning.	98	149	23	7	0
Teachers seldom develop effective communication skills in their pupils.	5	46	33	150	43
Planning is the most important job for the teacher.	54	88	64	58	12
In teaching, attitudes and habits are more often caught than taught.	36	139	76	20	4
A teacher should never leave the class to its own management.	3	22	38	184	29
Small groups help learning in some instances.	71	194	6	3	1
Children must be told exactly what to do and how to do it.	4	37	47	142	45
A pupil should always be fully aware of what is expected of him.	91	164	11	7	0
Socializing experiences are never developed adequately.	0	55	106	101	9
Evaluation techniques should be clearly explained to students.	83	181	7	2	0
Tests should be made up of subjective and objective questions.	24	174	64	10	2
Teachers are responsible for knowing the home conditions of every one of their pupils.	3	58	72	133	9
Pupil participation should be promoted in various activities.	123	145	4	2	1
When a student asks a question of a teacher, the teacher should throw the question back to the student.	4	37	61	136	37

	SA	A	U	D	SD
Teachers must maintain records of teaching resources.	67	160	40	9	0
Teachers participate in faculty planning for total school program.	60	164	43	9	1
Democratic practices do not always need to be used in the classroom.	6	106	66	72	25
Learning can take place when the room is not under complete control.	13	69	55	95	45
Teachers should be responsible for setting up courses of study.	32	181	42	17	3
Teachers need to spend time counseling with students.	37	176	42	18	1
Success is more motivating than failure.	103	131	25	10	4
Professionalism					
Teaching usually means a challenge to the individual.	75	181	15	5	1
Teaching is usually considered a profession.	107	151	13	5	0
Teachers with light teaching loads can do a better job of teaching.	38	84	97	54	4
There is too much emphasis on grading.	87	142	31	16	1
Universal promotion of pupils lowers achievement standards.	7	63	150	53	1
In pupil appraisal, effort should not be distinguished from scholarship.	8	59	116	64	23
Teaching is an easier occupation because you only have to work from eight to four o'clock.	4	1	7	115	146
Teachers should join as many as possible community organizations to keep abreast of community feelings.	12	80	103	74	5

	SA	A	U	D	SD
A teacher should never discuss sex problems with the pupils.	3	14	58	127	75
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	3	13	40	146	74
A teacher should not be expected to do more work than he is paid for.	4	10	46	152	64
Grading is of value because of the competition element.	6	129	72	54	16
Academic is the most important accomplishment for a student.	3	32	51	153	34
Teachers should take a stand on controversial issues.	4	69	123	73	5
Teaching never gets monotonous.	121	45	64	107	37

APPENDIX D

ENDING STUDENTS' RESPONSES TO MODIFIED MTAI

ENDING STUDENTS' RESPONSES TO MODIFIED MTAI

	SA	A	U	D	SD
Pupil Characteristics					
Most children are obedient.	32	161	34	13	0
A child should be taught to obey an adult without question.	2	24	28	136	50
Some children ask too many questions.	6	69	21	109	33
Most pupils are considerate of their teachers.	6	105	66	51	1
It is difficult to understand why some children want to come to school so early in the morning before opening time.	3	18	21	163	34
Children just cannot be trusted.	7	13	5	112	104
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	14	97	46	65	14
"Lack of application" is probably one of the most frequent causes for failure.	33	137	23	41	2
Students should be talked down to.	3	65	56	76	42
A pupil's failure is seldom the fault of the teacher.	6	24	32	143	34
Pupils have it easy in the modern school.	4	9	31	149	47
Most pupils do not make an adequate effort to prepare their lessons.	7	80	44	105	4
Too many children nowadays are allowed to have their own way.	13	107	51	65	4
Children have a natural tendency to be unruly.	4	61	34	126	15
Most pupils lack imagination.	3	19	14	156	49
The majority of children take their responsibilities seriously.	19	161	32	25	3

	SA	A	U	D	SD
Most children would like to use good English.	31	151	37	19	3
Children need not always understand the reasons for social conduct.	3	39	25	129	44
A teacher seldom finds children really enjoyable.	3	6	4	117	111
Children who cannot meet the school standards should be dropped.	2	8	14	115	99
Aggressive children require the most attention.	12	45	68	108	8
Young people today are just as good as those of the past generation.	97	107	20	12	5
A pupil has the right to disagree openly with his teacher.	72	131	20	12	4
Pupil-Teacher Relationships					
The teacher should see the student as a co-worker on a common problem.	86	117	14	23	1
Compliments by the teacher bring more learning.	100	115	18	5	3
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	3	65	56	76	42
Minor disciplinary situations should sometimes be turned into jokes.	44	115	37	35	9
Most pupil misbehavior is done to annoy the teacher.	19	81	32	94	12
Ideas coming from students should be ignored.	5	16	6	65	148
Teachers seldom help students with individual problems.	8	32	11	144	43
Discipline seldom affects the learning process.	6	25	14	139	52

	SA	A	U	D	SD
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	14	56	51	104	13
Course grades should never be lowered as punishment.	76	104	26	26	5
It is easier to correct discipline problems than it is to prevent them.	3	23	25	121	65
The teacher should sometimes ridicule the students' ideas.	2	19	19	65	138
Children should be given reasons for the restrictions placed upon them.	101	120	8	9	3
Teachers can and should let students set up their own standards.	18	91	78	51	3
Teacher Characteristics					
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	121	105	12	4	0
Enthusiasm on the teacher's part will carry through to the learner.	150	79	5	5	0
A teacher's appearance should set an example for the students.	144	78	7	10	2
To maintain good discipline in the classroom, a teacher needs to be "hardboiled."	6	2	4	105	124
Teachers who are liked best probably have a better understanding of their pupils.	106	114	9	10	1
Teachers must be aware of the student's emotional and physical needs as well as educational needs.	110	101	13	10	6
The teacher's self-confidence has little to do with student comprehension or learning.	1	10	12	131	84

	SA	A	U	D	SD
Discipline problems are the teacher's greatest worry.	12	43	35	118	28
Teachers should not expect pupils to like them.	17	43	29	113	32
Teachers can be in the wrong as well as pupils.	113	94	3	16	6
The teacher should show no emotion to students' remarks.	5	22	36	115	63
Humor is an effective teaching tool.	83	124	30	5	0
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	6	15	23	124	72
The first lesson a child needs to learn is to obey the teacher without question.	6	29	47	128	31
One should be able to get along with almost any child.	39	150	20	28	4
The teacher should be interested in the student but not get emotionally involved.	35	132	21	40	12
Patience seldom affects the learning process.	1	14	14	127	82
Teacher Methods and Activities					
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	181	59	2	0	0
Much of the teacher's time is spent studying the background of the students.	9	63	56	106	7
Sometimes teachers coordinate work with teachers in the same or related fields.	90	146	6	0	0
Classroom organization should be done early in the course.	151	84	4	2	1

	SA	A	U	D	SD
Teachers should establish worth-while goals and means through pupil-teacher planning.	113	120	8	2	0
Teachers seldom develop effective communication skills in their pupils.	3	20	26	128	64
Planning is the most important job for the teacher.	61	86	39	53	3
In teaching, attitudes and habits are more often caught than taught.	63	118	37	21	2
A teacher should never leave the class to its own management.	8	9	14	153	56
Small groups help learning in some instances.	116	120	1	2	1
Children must be told exactly what to do and how to do it.	3	21	17	145	54
A pupil should always be fully aware of what is expected of him.	84	116	26	13	2
Socializing experiences are never developed adequately.	4	64	55	104	13
Evaluation techniques should be clearly explained to students.	102	123	8	7	2
Tests should be made up of subjective and objective questions.	32	138	38	21	8
Teachers are responsible for knowing the home conditions of every one of their pupils.	11	67	49	100	9
Pupil participation should be promoted in various activities.	136	99	1	2	2
When a student asks a question of a teacher, the teacher should throw the question back to the student.	7	39	49	104	43
Teachers must maintain records of teaching resources.	73	142	22	4	0

	SA	A	U	D	SD
Teachers participate in faculty planning for total school program.	68	136	25	9	2
Democratic practices do not always need to be used in the classroom.	6	96	38	72	30
Learning can take place when the room is not under complete control.	11	76	36	76	41
Teachers should be responsible for setting up courses of study.	37	140	36	23	6
Teachers need to spend time counseling with students.	40	146	26	19	6
Success is more motivating than failure.	106	94	18	14	5
Professionalism					
Teaching usually means a challenge to the individual.	101	120	15	4	0
Teaching is usually considered a profession.	127	105	5	4	0
Teachers with light teaching loads can do a better job of teaching.	51	88	60	38	3
There is too much emphasis on grading.	103	105	18	9	7
Universal promotion of pupils lowers achievement standards.	12	57	102	62	7
In pupil appraisal, effort should not be distinguished from scholarship.	17	52	52	87	33
Teaching is an easier occupation because you only have to work from eight to four o'clock.	9	13	5	73	141
Teachers should join as many as possible community organizations to keep abreast of community feelings.	20	105	50	58	5
A teacher should never discuss sex problems with the pupils.	7	6	35	122	72

	SA	A	U	D	SD
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	2	17	21	130	70
A teacher should not be expected to do more work than he is paid for.	7	18	26	143	46
Grading is of value because of the competition element.	6	105	66	51	12
Academic is the most important accomplishment for a student.	6	23	40	131	38
Teacher should take a stand on controversial issues.	9	62	85	73	9
Teaching never gets monotonous.	21	45	33	72	40

APPENDIX E

VETERAN TEACHERS' RESPONSES TO MODIFIED MTAI

VETERAN TEACHERS' RESPONSES TO MODIFIED MTAI

	SA	A	U	D	SD
Pupil Characteristics					
Most children are obedient.	18	56	5	3	0
A child should be taught to obey an adult without question.	1	9	10	51	10
Some children ask too many questions.	2	23	6	46	5
Most pupils are considerate of their teachers.	6	69	4	3	1
It is difficult to understand why some children want to come to school so early in the morning before opening time.	2	12	6	49	14
Children just cannot be trusted.	1	5	2	45	30
Dishonesty as found in cheating is probably one of the most serious of moral offenses.	3	20	15	38	5
"Lack of application" is probably one of the most frequent causes for failure.	11	44	14	10	1
Students should be talked down to.	0	4	7	42	30
A pupil's failure is seldom the fault of the teacher.	0	18	11	48	5
Pupils have it easy in the modern school.	0	8	9	49	16
Most pupils do not make an adequate effort to prepare their lessons.	4	33	11	33	2
Too many children nowadays are allowed to have their own way.	13	39	16	13	2
Children have a natural tendency to be unruly.	0	13	7	55	8
Most pupils lack imagination.	0	23	3	50	7
The majority of children take their responsibilities seriously.	8	55	7	13	0

	SA	A	U	D	SD
Most children would like to use good English.	7	55	13	6	2
Children need not always understand the reasons for social conduct.	1	16	8	50	8
A teacher seldom finds children really enjoyable.	0	2	2	42	37
Children who cannot meet the school standards should be dropped.	1	7	3	36	33
Aggressive children require the most attention.	6	15	18	38	6
Young people today are just as good as those of the past generation.	21	51	4	5	1
A pupil has the right to disagree openly with his teacher.	16	49	13	4	0
Pupil-Teacher Relationships					
The teacher should see the student as a co-worker on a common problem.	17	47	8	8	1
Compliments by the teacher bring more learning.	40	40	3	0	0
At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.	1	39	17	20	6
Minor disciplinary situations should sometimes be turned into jokes.	5	43	8	21	6
Most pupil misbehavior is done to annoy the teacher.	1	14	10	49	7
Ideas coming from students should be ignored.	4	1	0	33	43
Teachers seldom help students with individual problems.	1	6	2	53	18
Discipline seldom affects the learning process.	0	7	2	46	26

	SA	A	U	D	SD
Teachers should not be expected to manage a child if the latter's parents are unable to do so.	3	11	14	49	5
Course grades should never be lowered as punishment.	17	32	16	15	2
It is easier to correct discipline problems than it is to prevent them.	0	4	4	48	26
The teacher should sometimes ridicule the students' ideas.	2	5	7	21	48
Children should be given reasons for the restrictions placed upon them.	33	44	1	3	1
Teachers can and should let students set up their own standards.	3	15	25	37	1
Teacher Characteristics					
Poise and efficiency in directing several simultaneous activities are required of a good teacher.	33	45	3	2	0
Enthusiasm on the teacher's part will carry through to the learner.	48	36	0	0	0
A teacher's appearance should set an example for the students.	41	39	1	3	0
To maintain good discipline in the classroom, a teacher needs to be "hardboilded."	0	5	4	47	27
Teachers who are liked best probably have a better understanding of their pupils.	13	44	8	15	2
Teachers must be aware of the student's emotional and physical needs as well as educational needs.	39	37	2	3	1
The teacher's self-confidence has little to do with student comprehension or learning.	0	4	2	51	24

	SA	A	U	D	SD
Discipline problems are the teacher's greatest worry.	5	9	10	47	10
Teachers should not expect pupils to like them.	3	29	9	38	2
Teachers can be in the wrong as well as pupils.	30	48	2	2	0
The teacher should show no emotion to students' remarks.	1	9	7	51	13
Humor is an effective teaching tool.	36	42	3	2	0
A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.	1	4	1	39	38
The first lesson a child needs to learn is to obey the teacher without question.	0	16	8	47	11
One should be able to get along with almost any child.	17	48	3	12	2
The teacher should be interested in the student but not get emotionally involved.	12	51	8	9	1
Patience seldom affects the learning process.	1	5	1	49	25
Teacher Methods and Activities					
Lessons must be planned but allow for flexible procedure in dealing with materials and individuals.	53	30	0	0	0
Much of the teacher's time is spent studying the background of the students.	3	19	13	44	3
Sometimes teachers coordinate work with teachers in the same or related fields.	24	57	2	0	0
Classroom organization should be done early in the course.	44	31	6	2	0

	SA	A	U	D	SD
Teachers should establish worth-while goals and means through pupil-teacher planning.	23	48	6	5	0
Teachers seldom develop effective communication skills in their pupils.	2	13	5	44	18
Planning is the most important job for the teacher.	10	37	13	20	3
In teaching, attitudes and habits are more often caught than taught.	26	37	12	7	1
A teacher should never leave the class to its own management.	7	13	6	48	9
Small groups help learning in some instances.	43	38	2	0	0
Children must be told exactly what to do and how to do it.	2	10	9	49	13
A pupil should always be fully aware of what is expected of him.	38	38	4	3	0
Socializing experiences are never developed adequately.	3	14	17	44	4
Evaluation techniques should be clearly explained to students.	28	49	2	1	1
Tests should be made up of subjective and objective questions.	12	43	9	13	4
Teachers are responsible for knowing the home conditions of every one of their pupils.	1	18	11	46	5
Pupil participation should be promoted in various activities.	44	38	0	1	0
When a student asks a question of a teacher, the teacher should throw the question back to the student.	0	24	15	33	9
Teachers must maintain records of teaching resources.	26	51	4	1	1

	SA	A	U	D	SD
Teachers participate in faculty planning for total school program.	38	41	1	2	0
Democratic practices do not always need to be used in the classroom.	10	43	7	5	1
Learning can take place when the room is not under complete control.	8	39	6	27	3
Teachers should be responsible for setting up courses of study.	17	54	5	4	2
Teachers need to spend time counseling with students.	14	55	2	10	0
Success is more motivating than failure.	36	40	2	3	0
Professionalism					
Teaching usually means a challenge to the individual.	28	43	7	5	1
Teaching is usually considered a profession.	35	42	3	3	0
Teachers with light teaching loads can do a better job of teaching.	16	40	11	13	3
There is too much emphasis on grading.	13	49	8	5	2
Universal promotion of pupils lowers achievement standards.	4	36	20	21	1
In pupil appraisal, effort should not be distinguished from scholarship.	2	12	10	42	16
Teaching is an easier occupation because you only have to work from eight to four o'clock.	1	3	0	19	58
Teachers should join as many as possible community organizations to keep abreast of community feelings.	2	34	18	21	6
A teacher should never discuss sex problems with the pupils.	4	5	8	48	18

	SA	A	U	D	SD
A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.	4	8	23	36	12
A teacher should not be expected to do more work than he is paid for.	6	16	8	40	13
Grading is of value because of the competition element.	2	37	22	16	4
Academic is the most important accomplishment for a student.	0	6	6	53	16
Teachers should take a stand on controversial issues.	7	37	20	15	2
Teaching never gets monotonous.	11	18	6	40	7